# APPLICATION FOR PROFESSIONAL DEVELOPMENT GRANT

**All questions must be completed to be considered for grant award.

| Choose one: [ ] Creative Activity [ ] Research Activity [ ] Professional Enhancement Activity | **Application Deadline Date:** _____FEB 1_____ (i.e. October 1, February 1, or April 15) **Date of Last PDG Award** (Semester and Year awarded): __Spring 2013_____ **Date of ATU Faculty Appointment** (Semester and Year): ____Fall 2012_____ |
|---|---|

**1. Project Title:** <u>E-Service Learning for Adults in Online Programs</u>_____

**2. Name of Principal Investigator/Project Director:** ___Jeremy Schwehm_____

**3. College (abbrev):** _____eTech_____  **4. Department:** _____PS_____  **5. Campus Mail Address:** __61 Lake Point Lane

**6. PI/PD Campus Phone:** _356-2095_____  **7. Amount Requested: $** 916.04_____  **8. Total Cost of Project: $** 1,291.04____

**9. Will total funds awarded be expended by June 30th of the current fiscal year:** Yes__X____ No _____

**10. If not, what is the total to be expended this fiscal year: $**_____

**11. What is the total to be carried over to the next fiscal year: $**_____ (*if approved by the VPAA*)

**12. Project Completion Date:** ____4/10/2016_____  **13. Travel Dates:**____4/8/16 – 4/10/16_____
*(if applicable)*

**14. Does this project involve:**

**Yes  No**
[  ]  [ x ] human subjects?
[  ]  [ x ] animals/animal care facility?
[  ]  [ x] radioactive materials?
[  ]  [ x ] hazardous materials?
[  ]  [ x ] biological agents or toxins restricted by the USA Patriot Act?
[  ]  [ x ] copyright or patent potential?
[  ]  [ x ] utilization of space **not** currently available to the PI/PD?
[  ]  [ x ] the purchase of equipment/instrumentation/software currently **available** to the PI/PD?

**NOTE:** If the answer is "yes" to any of the above questions, the investigator must attach appropriate documentation of approval or justification for use/purchase.

**SIGNATURES**
**Department Contribution** (if applicable): **$**_____

Account Number: _____    _____
                                                         **Chairperson**              **Date**

**College Contribution** (if applicable): **$**_____

Account Number: _____    _____
                                                         **Dean**                    **Date**

| This Section to be completed by the Office of Academic Affairs |
|---|
| Previous PDG Award final report received:  Yes_____ No_____ PDC Committee Award Recommendation: Yes____  No____ PDC Committee Proposal Rank: _____ of _____ Total Proposals. Recommendation of VPAA: Yes____ No _____     Recommendation of President:  Yes____ No _____ Award Date: _____ |

**B. Restatement of the Professional Enhancement Activity**

The Association for Nontraditional Students in Higher Education (ANTSHE) is a leading organization in research and practice on nontraditional students in higher education. I am a tenure-track faculty member in the Department of Professional Studies, which serves a significant number of online, nontraditional learners. I requested funding to cover travel expenses to the ANTSHE national conference being held in Dearborn, Michigan on April 8 – 10, 2016, where I presented information on best practices in offering e-service-learning opportunities to nontraditional students in online programs. In this presentation, participants will be introduced to e-service-learning, the potential benefits of e-service-learning, common implementation issues in e-service-learning, best practices in e-service-learning, and research opportunities in the field of e-service-learning in relation to adult students.

**C. Review of the Professional Enhancement Activity**

Online degree programs can mitigate various obstacles and meet the accessibility needs of adult learners, but there are potential drawbacks to online courses, including a lack of interaction and engagement, as well as feelings of isolation. Service-learning has been used extensively as a tool to increase student engagement in a variety of areas. As more courses transition to online delivery, there is the real possibility that service-learning opportunities will not be carried over to the online modality, which can have negative effects for the adult students who make up the majority of online learners. For adult learners in online programs, service-learning opportunities are oftentimes completely out of reach, or require sites visits that do not fit into a complex schedule of academic, professional, and personal responsibilities. E-service-learning, particularly 100% online, or extreme e-service-learning, provides an avenue for adult learners to experience the benefits of service-learning in a way that fits into their hectic lives.

The purpose of this presentation was to examine the use of e-service-learning as a way to increase engagement and sense of belonging for online adult students. Student involvement, engagement, and sense of belonging have been theoretically and empirically linked to positive educational outcomes (Astin, 1993; Bollen & Hoyle, 1990; Pascarella & Terezini, 2005; Tinto, 1993). Specific to adult students, engagement in the classroom through relationships with faculty, staff, and peers has been linked to positive outcomes (Bean &

Metzner, 1985; Dill & Henley, 1998; Rovai, 2003).  Service-learning positively impacts learning outcomes, such as knowledge application in real-life settings, personal outcomes, such as self-efficacy, and the student's relationship with the university, or the student's sense of belonging (Bringle, Hatcher, and Muthiah, 2010). These outcomes are particularly important for adult students, as real world application, academic self-efficacy, and sense of belonging are key factors in adult student decisions to persist to degree completion (Bean & Metzner, 1985).  In the presentation, the research presented research results demonstrating that e-service-learning increased feelings of engagement and sense of belonging for adults in online courses.

Outline of Session:

    I.  Introduction

        a.  Welcome

        b.  Purpose of the presentation session

        c.  Discussion with participants of any personal experiences with e-service-learning

    II.  Benefits of Service- and e-Service-Learning

        a.  Rationale for service-learning

        b.  Rationale for e-service-learning

        c.  Typology of e-service-learning

        d.  E-service-learning and student engagement

        e.  E-service-learning and student sense of belonging

    III. Implementation Strategies

        a.  Instructor readiness

        b.  Student readiness

        c.  Logistical considerations

        d.  Partnering with organizations

    IV. Small group discussion

        a.  How might you incorporate e-service-learning into your courses?

        b.  What issues do you foresee in incorporating e-service-learning into your curriculum?

V. Discussion – Research Opportunities

    a. Highlight ongoing research

    b. Outline gaps

VI. Conclusion

    a. Question/Answer Session

## D. Summary of the Experience

I presented research findings on the positive impact of e-service-learning on engagement and sense of belonging for adult students in online programs at the 19th Annual Conference of the Association for Nontraditional Students in Higher Education in Dearborn, Michigan. There were approximately 15 individuals in attendance at the research presentation. The presentation began with an overview of service-learning, e-service-learning, online student engagement, and online student sense of belonging. This was followed by an in-depth discussion of research findings comparing online students in e-service and non-e-service courses. Lastly, implementing e-service into an online course was discussed. Based on discussions that took place after the presentation, I was able to collaborate with two other researchers to write a research article that is currently under review. Also, my attendance at another session at the conference led to a publication in the Nontrad journal.